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REAL SIMILARITY, PERCEIVED SIMILARITY
AND
THE PERSONAL RELEVANCE OF PREDICTION ITEMS IN INTERPERSONAL PREDICTION

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

DEPARTMENT OF PSYCHOLOGY

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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Real Similarity, Perceived Similarity and the Personal Relevance of Prediction Items in Interpersonal Prediction", submitted by Edith Frances Usborne in partial fulfilment of the requirements for the degree of Master of Arts.

ABSTRACT

The purpose of this study was to investigate the proposal that the personal relevance, or importance to the judges, of the items to be predicted would influence the tendencies to assimilate and to contrast in interpersonal prediction. Personal relevance was operationally defined in terms of the judges' expressed intensity of feelings of liking and disliking with respect to the interests represented by these prediction items.

It was hypothesized that when judges rated their feelings concerning an interest item as being high in intensity they would be disposed to attribute their own feelings toward this item to targets perceived as being generally similar to themselves (assimilation). On the other hand, when judges rated their feelings toward an item as being low in intensity, it was expected that they would be less inclined to attribute their own feelings to targets perceived as similar to themselves.

It was also hypothesized that when judges rated their feelings toward an interest item as being high in intensity they would tend to attribute dissimilar feelings toward this item to targets perceived as low in similarity to themselves (contrast). However, when the judges' feelings toward an interest item were rated as low in intensity, it was expected that they would be less likely to attribute dissimilar feelings to targets perceived as dissimilar to themselves.

The results obtained in the study were significant and in the expected direction. However, the differential inter-test unreliabilities of the items rated as high in intensity and items rated as low in intensity made a straight-forward interpretation of these results impossible. The low intensity items were more unreliable over the two tests than were the high intensity items.

Three explanations of this differential unreliability were offered:

1) The judges had changed their position toward these unreliable items from one test to another.

2) The judges had taken no position toward these items but were merely indifferent.

3) The judges had maintained their position toward these items and the differential unreliability was an artifact of using a dichotomous response measure of interest for one test and a rating scale for the other. This explanation was based on the interesting finding that a substantial majority of the unreliable items had even given a 'Dislike' response on the test allowing only a dichotomous response.

Suggestions were made regarding modification of procedure in order to eliminate unreliability as a source of confounding.

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Edith Frances Usborne

TO MY HUSBAND, JACK

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INTRODUCTION

The ability to make accurate interpersonal predictions represents one of the most fundamental and essential of man's social skills. In order to function effectively as a member of society the individual must accumulate knowledge concerning the past behavior of others, he must become adept at discerning individually consistent patterns of behavior, and he must acquire facility in the utilization of this information in order to anticipate the future responses of others under a variety of circumstances. Proficiency in interpersonal prediction, therefore, reflects a realistic perception and evaluation of the personal characteristics of others.

Initial research in the field of interpersonal judgment was concerned primarily with predictive accuracy and the indentification of the qaulities which characterize the good judge of others (Adams, 1927; Vernon, 1933). Many of the early, and the majority of the later, studies employed some type of predictive accuracy measure as a criterion of judgmental ability. Individuals, acting as judges, were presented with information regarding other persons (hereafter referred to as targets) and on the basis of this information were required to predict the responses of the targets on a questionnaire or rating scale. Aside from denoting competence in interpersonal judgment, a highly accurate forecast score was variously interpreted as corresponding to such attributes as empathy (Dymond, 1949) and diagnostic ability (Speroff, 1953). However, investigators in this

area encountered two serious obstacles to the formation of any unequivocal conclusions regarding interpersonal judgment.

The first difficulty involved the general lack of inter-study consistency of results. For example, Adams (1927), Vernon (1933) and Taft (1955) described the good judge of others as being a cool, detached, rather unsocial individual. Dymond (1950), on the other hand, concluded that good judges are "...outgoing, optimistic, warm, emotional people who have strong interest in others". In a similar vein, Hawkes and Egbert (1954) state that their best judges tended to have their highest values in the areas of family life and social service.

Another example of inconsistency was produced by studies designed to investigate the relationship between intelligence and predictive accuracy. Whereas the majority of studies have found some positive correlation between intelligence and judgmental ability, Bender (1935) found no correlation between accuracy of prediction and the judges' ACE scores, Kelly and Fiske (1951) no significant correlation between ability to predict inventory responses and Miller Analogy scores, and Gage (1952) no correlation between ability to predict interest inventory responses and group intelligence tests.

Taft (1955), and Bruner and Taguiri (1954) report that attempts to relate predictive ability to other characteristics of the judge have yielded similarly ambiguous results.

The second difficulty encountered by researchers was one which would probably account for the diverse findings of the foregoing studies. This problem was the lack of generality of predictive accuracy scores, and further, a lack of uniformity in the findings of studies of generality. Does a judge display approximately equivalent ability when the judgmental instrument is varied? Vernon (1933), Bender and Hastorf (1950) and Crow and Hammond (1957) found scant evidence that this is the case. Vernon provided each of his 37 judges with 20 difference forecast measures and of the 210 correlations obtained, only 16 positive and 4 negative ones were significant. He observed that, "The remarkable lack of agreement between different tests of judging personality suggests that, in an ordinary sample of the population, we are not justified in assuming the existence of a general trait of 'intuitive ability'".

In opposition to this conclusion, a study by Estes (as reported by Allport, 1937) provided some support for the generality position. His 10 best judges were consistently superior to the 10 poorest judges over all variables and all targets. Unfortunately, Estes' best judges were defined as those who had obtained the best scores. This circularity of definition detracts from the value of the study.

In a more recent study, Cline and Richards (1960) also found evidence for generality. On the basis of filmed interviews with 10 targets, their judges predicted the responses of these targets on each of five forecast measures. In this investigation the correlations between accuracy scores led the authors to state that "...it is possible to obtain

a measure of the ability to judge others that is reliable and general over a variety of judging instruments". However, the correlations obtained by Cline and Richards are not comparable to those of other studies because the correctional technique employed resulted in somewhat inflated correlations.

Conflicting results such as these made it evident that before a high accuracy score could be interpreted in terms of predictive ability, other sources of accuracy and error which could result in high or low scores must be identified and controlled.

"Processes" Affecting Prediction Accuracy

It has long been recognized that certain processes associated with interpersonal prediction could result in systematic biases of judgment. The "Halo Effect" (Thorndike, 1920), the "Leniency Effect" Lemann and Solomon, (1952) and the "Logical Error" (Guilford, 1936), for example, have been demonstrated by several studies. It was an article by Cronbach (1955), however, which focused widespread experimental interest upon the possible processes affecting predictive accuracy. Cronbach warned against attempts to interpret high accuracy scores exclusively in terms of any specific process such as "Differential Accuracy" which he defined as the ability to predict differences between targets on any item. He suggested several other processes which could affect variability in accuracy scores.

Elevation. Judges differ in their use of rating scales. For example, one judge may use the term 'very honest' to describe a degree of perceived honesty that another judge would designate as 'extremely honest'. Although their subjective assessment of the amount of this characteristic possessed by a target may be identical, the two judges differ in their elevation of rating. The judge whose level of elevation is typically closest to that of the group will, on the average, obtain a higher accuracy score. His high score, rather than reflecting differential accuracy, may be an artifact of the way that he uses the rating scale. The judge whose elevation level is atypical, however, even though he may have quite accurately predicted the target's pattern of responding will obtain a lower score than is warranted by his predictive ability.

Because it is the middle or conservative range of the rating scale which is most frequently employed by the group, as Marwell (1964) points out, the judge who habitually uses the middle portion of the scale will, on a probablistic basis, tend to have a higher accuracy score than one who uses extremes, or the whole of the scale equally.

Stereotype Accuracy. This form of accuracy is what Cline and Richards (1960) have called "sensitivity to the generalized other". It refers to the fact that a judge may have superior ability in predicting group norms.

Within a given population, the frequency of one of the possible responses to an item is often higher than the others. If a judge is correct in his prediction of these modal responses he may obtain a high accuracy score because the probabilities are that the responses of any given target will not vary too markedly from the group norms of responding. When this is the case, a judge's high accuracy score may be based on his recognition of the 'typical' pattern of responding and therefore cannot be interpreted solely in terms of differential accuracy. That this ability to anticipate modal responses can result in high accuracy scores was shown by Astin (1958) who found that the tendency to stereotype was positively related to predictive accuracy.

It must be recognized, however, that the distinction between stereotype accuracy and differential accuracy is one of degree rather than one of kind. That is, differential accuracy may be regarded as a more refined case of stereotype accuracy.

Assumed Similarity. This is defined by Cronbach as a "general mental set" which results in the tendency of a judge to predict that a target's responses will be generally similar to his own. When this assumed similarity happens to coincide with reality, the judge will obtain a high accuracy score which is not the result of differential accuracy.

Assumed Dissimilarity. This is defined as the tendency of a judge to predict that a target's responses will be generally dissimilar to his

own. When this assumption of dissimilarity happens to be congruent with the real situation, the judge will obtain a spuriously high accuracy score.

These four processes have been described by Cronbach as "constant processes" because they are conceptualized as being relatively stable predisposions or response "sets". Prior to 1955 the bulk of research, concerned primarily with the measurement of differential accuracy, had dealt with the "constant processes" merely as sources of confounding error. More recently, however, interest has shifted toward analysis of these component processes as a prerequisite to any comprehensive understanding of the judgmental process.

Assimilation and Contrast. Berkowitz (1960) has drawn an analogy between overgeneralization in interpersonal judgments and the psychophysical effects of assimilation and contrast. Sherif, Taub and Hovland (1958) had shown that the relative magnitudes of a standard and a variable stimulus have a significant influence upon judgments of the magnitude of the variable stimulus. Assimilation occurs when the magnitude of the variable stimulus is not too distant from that of a standard stimulus. As a consequence of the proximity of these two stimuli, the judgment of the magnitude of the variable stimulus is displaced in direction toward the standard (assimilation). When, however, the magnitude of the variable stimulus is too remote from that of the standard, the judgment of the variable stimulus is displaced in direction away from the standard (contrast).

Berkowitz proposed that interpersonal judgments of such traits as happiness and generosity may be affected by processes corresponding to those which have been demonstrated to operate in psychophysics. With the judge's self-concept acting as the standard stimulus, perceived similarity between self and the target would have the effect of moving the evaluation of the target closer to the self-concept than is actually the case. On the other hand, perceived dissimilarity would have the effect of moving the judge's evaluation of the target farther away from the self-concept than is warranted by reality.

With respect to interpersonal judgment, assimilation may be defined as unwarranted assumed similarity and contrast may be defined as unwarranted assumed dissimilarity. Although by this definition, assimilation-contrast and assumed similarity-assumed dissimilarity are closely related concepts, a theoretical distinction is proposed here. Whereas Cronbach had described the "constant processes" as being relatively unmodifiable by the objective situation, assimilation and contrast are conceptually more flexible and may be manipulated along a continuum by a number of variables. In order to avoid the connotation of ridgidity implied by Cronbach, the terms assimilation and contrast will be preferentially used for the purposes of this study.

Variables Affecting Assimilation and Contrast

In an area as complex as that of interpersonal prediction it is inevitable that, in the absence of appropriate methodological controls,

numerous variables are operating in such a way as to seriously interfere with the interpretation of any of the numerous scores derived from forecast measures. The history of confusion that has stemmed from attempts to interpret simple accuracy scores as global indices of a general predictive ability clearly demonstrate this. Berkowitz' assimilation-contrast model of social judgment has stimulated interest in those variable which may not only produce predictive error but may also determine the direction in which the error is made. Although the following discussion could be alternately phrased in terms of effects on accuracy and error, it was decided to phrase the problem in terms of possible factors affecting assimilation and contrast scores since this is the focus of the present study. In his doctoral dissertation, Blanchard (1963) tentatively identified four of these variables as Perceived Similarity, Real Similarity, Information Relevance and Personal Relevance.

Perceived Similarity. High perceived similarity is presumed to occur when the information concerning a target is such that a judge sees a target as being generally very much like himself. The information leading to high Perceived Similarity may take a variety of forms of either a general or specific nature. A judge may see a target as being generally similar to himself because the target is a member of some group with which the judge identifies, or because he perceives the target as having the same interests or sharing the same attitudes.

Low perceived similarity may occur when the information provided for the judge leads him to believe that the target is generally dissimilar to himself.

Real Similarity-Real Dissimilarity. Real similarity occurs when the responses of the judge and the target to the same specific stimulus (e.g. test item) are identical. Real dissimilarity results when the responses of the judge and the target to a stimulus are in disagreement.

Within the context of these variables, assimilation and contrast are considered to result from the interaction of Perceived Similarity and Real Similarity in their effects upon accuracy. When the judge perceives the target as being similar to himself he tends to overextend this similarity and to make predictions for the target which correlate more highly with his own responses than is warranted by reality. Conversely, when the judge perceives a target as being generally dissimilar to himself he will generalize this dissimilarity to an unwarranted extent with the result that he will predict that the target's responses have a lower correlation with his own than is actually the case.

Blanchard (1963) hypothesized that under the condition of high perceived similarity judges would make relatively more errors on discrepant items (items on which there was real dissimilarity between judge and target) than on congruent items (items on which there was real similarity between judge and target). In other words, in this situation it was expected that the judges would assimilate. Contrarily, it was

predicted that under the condition of low perceived similarity the judges would make relatively more errors on congruent than on discrepant items (contrast).

The results of this study confirmed the assimilation effect but, contrary to expectations, the judges assimilated under both the high perceived similarity and the low perceived similarity conditions. However, there was a considerable difference in the degree of assimilation which occurred in the two conditions. The effect was significantly greater under high perceived similarity than under low perceived similarity and therefore the direction of the difference conformed to Berkowitz' assimilation-contrast model of social judgment. Subsequent studies (Blanchard, 1965; 1966, in press) have successfully demonstrated contrast but the strength of this effect has never been shown to equal that of assimilation.

Information Relevance. This refers to the objectively determined predictive validity of the information on which the judge is required to make his predictions. Although other investigators have been concerned with the quality (Pyron, 1963) and the amount (Dailey, 1963; Nidorf and Crockett, 1964) of the information which is made available to a judge, no one had considered the importance of the predictive relevance of this information.

Blanchard (1966) has shown that information relevance is a crucial factor in predictive accuracy. When the information provided for the

judges was relevant, the judges put it to effective use with the result that their predictions for the target were highly accurate. Under the low relevant condition, however, their predictive accuracy was no better than that of chance.

It would seem reasonable to expect that when the information was low in relevance with respect to the predictions to be made, the judges would make more errors of the assimilation and contrast type than when the information provided them with the means of realistically assessing the similarities and differences between themselves and the target. So far this speculation has remained unsubstantiated although Pyron (1963) found that more errors of the assimilation type occurred when the information was ambiguous than when it was consistent.

Personal Relevance. Blanchard (1963; 1965) hypothesized that the variable of Personal Relevance may also play a role in the predictive process. He conceptualized Personal Relevance as being closely associated with the notion of personal importance. He speculated that, "The aspects which are highest in personal importance are those which are most central to the individual's self-concept". On the other hand, he considered that aspects which are low in personal importance are those which are peripheral to the self-concept.

Blanchard speculated that the personal importance of a prediction item could have an influence upon the type of predictive error which a

judge might make. If the item represents an interest which is low in personal relevance, it would be a matter of relative indifference to the judge whether a target, regardless of perceived similarity to himself, was similar or dissimilar to himself with regard to this item. If, on the other hand, an item has high personal relevance for the judges, he might tend to make the differential type of error which define the assimilation and contrast effects.

The Present Study

It will be the purpose of the present study to investigate the influence of Personal Relevance upon assimilation and contrast effects in interpersonal prediction. In order to provide an operational correlate for Personal Relevance, it will be assumed that the intensity of feeling expressed by a judge toward a prediction item is a reflection of the personal importance for the judge of the interest represented by that item.

In answer to the question, "Would you like to listen to the case history of a person needing help?" two judges may give the identical response of 'Like'. One judge may respond 'Like' because he is mildly curious about the affairs of other people whereas the other judge may respond 'Like' because he has stongly developed humanitarian tendencies which are expressed by a sense of responsibility toward others. In the case of the first judge it may be assumed that his self-image as a humanitarian is not intimately involved with his self-concept. In the

case of the second judge, however, his self-image as a humanitarian might very well be quite central to his self-concept. It might be expected, therefore, that given the opportunity to rate the intensity of their respective feelings toward listening to a person's case history, the two judges would differ considerably in their expressed degrees of liking.

When, then, these same two judges perceive a target as being generally similar to themselves, it seems reasonable to expect that the humanitarian would be more likely than the first judge to predict that the target will like "listening to case histories". Conversely, when these judges perceive a target as being generally dissimilar to themselves, it is expected that the humanitarian judge will be more likely than the other judge to predict that the target will dislike "listening to case histories".

The more specific expectations in the present study are as follows:

Hypothesis I

It is proposed that when judges rate their feelings concerning an interest item as being of high degree of intensity they will be disposed to attribute their own feelings toward this interest item to targets whom they perceive as being generally similar to themselves; in this situation they will assimilate. On the other hand, when judges rate their feelings toward an interest item as being low in intensity it is expected that they

will be less inclined to attribute their own feelings to the perceived-to-be-similar target.

Hypothesis II

It is further proposed that when judges rate their feelings toward an interest item as being high in intensity, they will tend to attribute dissimilar feelings toward this item to targets perceived as low in similarity to themselves; they will contrast. When the judges' feelings toward an interest item are low in intensity, however, it is expected that they will be less likely to attribute dissimilar feelings to these targets.

METHOD

Three tests were employed in the present study. These were an Interest Test, a more refined Interest Intensity Test utilizing selected items from the first test, and an Interest Prediction Test. The first two interest tests were designed to provide the basic data required for the appropriate selection of items and targets to be included in the individually prepared forecast measures of the Interest Prediction Test.

The purpose of the Interest Prediction Test was to measure the differential amounts of assimilation and contrast which might occur under the conditions relevant to the hypotheses of this study. The selective procedures necessitated by the design of the interest Prediction Test will become evident when the Interest Test and the Interest Intensity Test are described in detail.

Subjects. Ninety-four students in the introductory psychology course at the University of Alberta volunteered to participate in this experiment in order to obtain course credits. Of this number, all of the 94 subjects took the Interest Test, 52 took the Interest Intensity Test and 43 served as judges in the Interest Prediction Test.

For the convenience of the subjects, testing sessions were arranged on two consecutive weekday evenings for each of the three tests. In

order to maintain maximum constancy with regard to the physical context of the study, all of the tests were administered in the same room, at the same hour and under generally the same conditions of lighting, seating arrangement, etc.

All tests were administered in group form. The Interest Test was administered first, the Interest Intensity Test was administered a week later, and the Interest Prediction Test was given five weeks after the Interest Intensity Test.

Experimental Design. A 2 X 2 X 2 factorial design with two levels of each of the three variables was employed in this study. These variables were 1) Perceived Similarity - High Perceived Similarity (HPS) and Low Perceived Similarity (LPS), 2) Similarity - Real Similarity (RS) and Real Dissimilarity (RD) and 3) Interest Intensity - High Intensity (HI) and Low Intensity (LI). A fourth variable, the predictive validity of the information (information relevance) was held constant in order to control its possible confounding effects.

Since the experimental conditions were determined by the selection of targets and the selection of items to be predicted (hereafter referred to as prediction items), further explication of the design will be postponed until the procedures are described.

Interest Test

The Interest Test consisted of 300 items. These items had been drawn from various sources and compiled for use in an earlier study (Blanchard, 1965). The advantage in the use of this particular set of items is that the earlier work has provided useful information about item characteristics. It is in the context of these items that the experimental variables of this study will be defined.

This 300 item test consisted of items drawn mainly from the Strong Vocational Interest Blank. These items were selected to represent five interest factors (Guilford, 1960) - aesthetic, science, social service, business and political - with approximately 60 items relating to each area. Within the context of these 300 items five abbreviated interest area scales were developed. These scales were composed of the 10 items from each of the sub-sets of 60 items which appeared to best represent the respective factors.

Blanchard administered the Interest Test to 100 students serving as a criterion group and all protocols were scored on each of the five interest area scales (a 'Like' response was scored as 1 and a 'Dislike' scored as 0). Each subject in the group, then, had five scale scores. The subjects' responses to each of the 300 interest items were then correlated with each of their five scale scores. These correlations provided a measure of the predictive validity (information relevance)

of each interest area scale for responses to each of the 300 items of the test.

The use of a target's responses to the 10 item interest area scale as information provides a convenient method for controlling information relevance. By selection of prediction items with known correlations with the interest area scale to be used as information, information relevance can be controlled. (For clarity of reference in the context of the present study, the interest area scales will hereafter be referred to as information scales.) By further matching the judge and target in terms of their responses to the information scale items, Perceived Similarity can be manipulated. When the judge and target are matched so that there is a high correspondence between their responses to the information scale, it is assumed that the information will result in high perceived similarity. When, however, the judge and target are matched so that there is a low correspondence between their responses to these items, it is assumed that the information will result in low perceived similarity (see Interest Prediction Test).

Administration. A test booklet containing the 300 interest items was provided for each of the 94 subjects. These booklets were divided into four sections. The general directions formed the first part of the test and the remaining three sections were composed of items pertaining to three types of interests; occupations, school subjects and general activities. (See Appendix A).

An IBM answer sheet made up of pairs of columns headed $\begin{matrix} Y & N \\ T & F \end{matrix}$ and with numbered spaces under these headings corresponding to the items of the Interest Test was included with each booklet. (See Appendix *A*).

The subjects were instructed to carefully read the general directions and when they indicated that they had done so, the instructions were repeated orally by the experimenter. They were directed to cross out the $\begin{matrix} Y & N \\ T & F \end{matrix}$ headings of the answer sheet and to substitute the letters L and D. They were then told to fill in the space under the L when the item represented an interest for which they had a liking, and, conversely, to fill in the space under the D when the item represented an interest which they disliked. Special emphasis was given to the fact that this was exclusively an interest test and not a measure of either intelligence or aptitude. Questions were invited and when all of the subjects seemed satisfied that they understood what was expected of them, they were told to begin the test. Times required to complete the test ranged from approximately 25 to 45 minutes.

Scoring. Five keys which corresponded to each of the 10 item information scales were applied to the 94 protocols. With a 'Like' response counting as 1 and a 'Dislike' as 0, a score of 8, 9 or 10 on a scale was designated as a high score whereas a score of 0, 1 or 2 was defined as a low score. Subjects who failed to obtain at least one high and one low score on the information scales were eliminated. Of the original 94 subjects, 39 failed to satisfy this requirement and were excluded from further participation in the study.

For each of the 55 remaining judges two information scales were selected; one on which he had a high score and one on which he obtained a low score. These selected scales then determined - 1) the particular "sub-test" of the Interest Intensity Test which he would take, 2) the targets for whom he would make predicitions, and 3) the subsets of items from which the prediction items for his individualized forecast measure would be selected.

Interest Intensity Test

The condition central to the hypotheses of this study is that of Interest Intensity. The hypotheses propose a differential tendency of the judges to make errors of the assimilation and contrast type depending upon the personal relevance of the items. It was, therefore, necessary to obtain a measure of Interest Intensity as an indication of personal relevance.

The dichotomous responses of the Interest Test furnished the information required to establish the information scale scores which were to be used to select targets for the Interest Prediction Test. Information regarding personal relevance might also have been obtained from this test if the subjects had been asked to make, not only dichotomous responses, but also responses which rated the intensity of their interest in each of the 300 items of the test. However, it was felt that this procedure would make an unjustified demand upon the subjects' time. It was decided, therefore, to administer an Interest

Intensity Test which would utilize only those items with potentiality for use in the Interest Prediction Test.

Control for Information Relevance. Earlier in this chapter concern was expressed regarding the possible effects of information relevance on the dependent variable. In light of this concern it was decided to use only those items on the final forecast measure which had essentially no correlation with the information to be given to the judge. This procedure served a twofold purpose:

Firstly, by restricting the prediction items to those for which the information scales would have minimal predictive validity it was hoped to avoid predictive accuracy as a possible source of confounding. Not only would high information relevance significantly reduce the total number of errors made, it might also have an influence upon assimilation and contrast effects.

Secondly, because the information in the Interest Prediction Test would consist of the target's responses to an information scale on which the judge had scored either high or low, it might reasonably be assumed that the information items would be high in personal relevance for the judge. Items which correlate highly with an area of expressed high interest to the judge might themselves be expected to be of high interest (HI). By the selection of prediction items for which the respective information scales had low predictive validity, it was hoped that the number of items rated as low in personal relevance would be sufficient for the requirements of the Interest Prediction Test.

Consequently, only those potential prediction items needed to be rated which were in the low information relevance pools for the two information scales to be used for each judge, i.e. one scale on which the judge had obtained a high score and the other scale on which he had obtained a low score.

Development of the Interest Intensity Scale. A master list of 215 items which correlated .10 or less with one or more of the five information scales was compiled. Separate lists were then made up for each of the interest subscales. It was found that of these items, 68 correlated .10 or less with Scale I (aesthetic), 87 with Scale II (science), 83 with Scale III (social service), 60 with Scale IV (business) and 55 with Scale V (political).

Since it was felt that this inequality in the number of items might seem strange to the subjects, it was decided to equate the lists in terms of length. An item length of 75 was somewhat arbitrarily chosen. The number of items in these lists was equalized by adding items to those subscales with fewer than 75 items and deleting the required number of items from those over 75. This was not done randomly, however, but selectively so as to equate the number of items in the respective interest categories and also to lessen the inter-list overlap in items.

The set of items so selected for each subscale were then prepared on multilith. This provided the five separate subscales, which will hereafter be referred to as interest intensity scales.

Administration. A booklet composed of three parts was individually prepared for each of the remaining 55 subjects. The first part, bearing the subject's name, contained the general directions. The second and third parts consisted of two of the interest intensity scales; one interest scale on which the subject had obtained a high score (8,9 or 10) and one interest scale on which the subject obtained a low score (0,1 or 2). In those cases where a subject had obtained either a high or low score on two or more interest scales, the two interest intensity scales to be included in the test were selected by drawing numbered slips of paper from a container. The sequence of the two scales in the test booklet was determined by the flip of a coin. (See Appendix B).

Special answer sheets were prepared. These consisted of a matrix of open squares in which each square represented the intersection of a row and a column. The columns were numbered to correspond to the numbering of the items of the two intensity scales. The rows represented a 7 point scale of intensity of interest. The 7 rows were labelled - 1) Like Intensity, 2) Like Very Much, 3) Like Moderately, 4) Neither Like nor Dislike, 5) Dislike Moderately, 6) Dislike Very Much and 7) Dislike Intensely. (See Appendix B).

The subjects' task was to place an X in the square formed by the intersection of the column representing a particular item and the row labelled to best represent the intensity of their interest in this item.

The test booklet containing the 150 interest items (two Interest intensity scales of 75 items each), together with an answer sheet, was handed to each subject as he entered the test room and identified himself by name. At this time he was told to read the directions but not to start the test until he was given permission to do so. The experimenter then read the instructions aloud and stressed the fact that the sole purpose of the test was to further qualify the responses of 'Like' or 'Dislike' which the subjects had given to selected items of the prior Interest Test.

A demonstration of the required method of responding was given by means of a partial replication of the answer sheet drawn on the blackboard. The subjects were shown how to make an X in the column numbered to correspond to a particular item in the test booklet against the row which was labelled to represent the degree of liking or disliking which most closely approximated their intensity of interest in this item. When all questions had been answered the subjects were told to start the test. Three subjects were not present at this testing session so that 52 subjects participated in this phase of the experiment.

Scoring. High intensity (HI) items were defined as those to which the subjects has assigned the scale values - 1 (Like Intensely), 2 (Like Very Much), 6 (Dislike Very Much) and 7 (Dislike Intensely). Low intensity (LI) items were defined as those given the scale values - 3 (Like Moderately) and 5 (Dislike Moderately). The items which had

been rated as - 4 (Neither Like nor Dislike) were ignored because it was thought that this scale value represented an attitude of indifference rather than one of low intensity.

Four lists of items were compiled for each subject. The first list was composed of the items on the first Interest Intensity scale which had been rated by the subject as HI; the second list was made up of this scale rated by him as LI. The third and fourth lists were composed of the items of the second Interest Intensity scale which has been rated by the subject as HI and LI, respectively. These lists of items provided us with the materials needed to define and manipulate interest intensity. By slecting an equal number of items from the HI item lists and the LI item lists for inclusion in the individualized forecast measure, this factor could be varied over the two levels mentioned in the experimental design.

Interest Prediction Test

The data supplied by the two preliminary interest tests was utilized in the choice of targets and items to be included in the forecast measure of the Interest Prediction Test. Based on this information, the experimental variables were defined and manipulated in the following ways:

Perceived Similarity. This variable was operationally defined in terms of the similarity between the judge's and the target's responses to the

10 items of the information scale:

High Perceived Similarity (HPS) - High degree of similarity.
Low Perceived Similarity (LPS) - Low degree of similarity.

It is assumed that when the judge is presented with the target's responses to the information scale items he will be aware of the similarity or dissimilarity between himself and the target.

Four targets were selected for each judge; two for each of the information scales previously selected for that judge. The two targets for each scale were selected so that one target had a score similar to the judge on that scale (either high or low) and that the other had a score dissimilar to the judge (either high or low). This procedure resulted in the following relationships between the judge and his four targets on the information scale:

Target 1) The target obtained a high score on the information scale on which the judge had a high score (HPS).

Target 2) The target obtained a low score on the information scale on which the judge had a high score (LPS).

Target 3) The target obtained a low score on the information scale on which the judge had a low score (LPS).

Target 4) The target obtained a high score on the information scale on which the judge had a low score (LPS).

The targets were drawn from the pool of 100 protocols consisting of the responses of the original criterion group to the 300 items of the modified Strong (Blanchard, 1965).

Real Similarity. Real Similarity was varied by the selection of prediction items. For each judge-target pair, half of the prediction items (10) selected for the forecast measure were congruent items, i.e. items to which both the judge and the target had previously made similar responses. The other half of the items (10) were discrepant, i.e. items to which the judge and target had made dissimilar responses.

The qualified responses of the judges to the Interest Intensity Test were used to determine the congruency or discrepancy of an item. Interest intensity scale values 1, 2 and 3 were treated as a 'Like' response and scale values 5, 6 and 7 were treated as a 'Dislike' response. The rating of an item on the Interest Intensity Test was not in every instance in agreement with the response given to the Interest Test. For example, a judge may have given a 'Like Moderately' response on the former test and a 'Dislike' response on the latter. Whenever possible, items to which a judge had given conflicting responses were avoided. However, the incidence of items of this type made it necessary in some instances to use conflicting items in order to vary the prediction items in terms of

Real Similarity and Personal Relevance as required by the design of the study.[1]

Personal Relevance. Personal Relevance was varied by a balanced selection of items from among those which the judge had rated as HI or LI. For each judge-target pair, half of the congruent (5) and half of the discrepant (5) items were selected from the list of HI items of the appropriate subscale of the Interest Intensity Test. The other half of these items were chosen from the list of LI items of the appropriate subscale. HI and LI items were, of course, defined in terms of the individual judge's responses to the interest intensity scale.

The method of selecting these items was not altogether random. Several of the judges had only enough congruent or discrepant HI or LI items to meet the requirements of the study. Also, as previously explained, the items to which the judges gave conflicting responses were discarded when it was possible to do so. Within these limits, the choice of items was made by the flip of a coin or a table of random numbers depending on the number of items available.

Seven of the judges were short one LI response. In these cases, in order to provide the complement of 40 LI items, an item was drawn

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[1] Of the total number of 3360 prediction items, 73 or 4.3% of the 1680 HI items and 341 or 20.3% of the LI items represented conflicting responses. In terms of the averge judge, 1.7 of his 40 HI items and 8.1 of the 40 LI items were items to which conflicting responses had been given.

from the category - 4 (Neither like nor dislike) and was subsequently treated as an LI item. The 'Like' or 'Dislike' response to this item on the judge's protocol of the Interest Test was used to determine the congruency or discrepancy of the item.

Twelve of the judges were short one or more HI items and/or two or more LI items and were dropped from the experiment with the result that 43 judges qualified to write the Interest Prediction Test.

Administration. A forecast measure consisting of five sections was prepared on multilith for each of the 43 judges. The first section bore the judge's name and contained the general directions. Each of the following four sections contained the information about, and items to be predicted, for one of the four selected targets. The first 10 items in each section comprised the information for the judge and consisted of a target's responses to one of the five information scales. The remaining 20 interest items in each section were prediction items. Ten of these prediction items were congruent and 10 were discrepant. Five of the congruent and 5 of the discrepant items had been rated by the judge as HI; the other 5 congruent and 5 discrepant items had been rated by him as LI. (See Appendix C).

For these 80 prediction items, the respective information items had low predictive validity.

On the page in the test booklet facing each of the four forecast measures there were two columns of L's and D's numbered to correspond to the 20 prediction items of the forecast measure. (See Appendix C).

The test booklets were handed out to the judges as they arrived and identified themselves by name. As before, they were told to read the instructions but not to start the test until given permission to do so. The instructions were then read by the experimenter. The judges were told that this was a test of their ability to predict the interests of others based on the information provided for them. It was especially emphasized that they would be making predicitions for real, not hypothetical people. If they thought that a target would like a particular interest, the judges were directed to draw a circle around the L on the answer sheet which was numbered to correspond to that interest item. If, on the other hand, they thought that the target would dislike this interest, they were to circle the corresponding D. When all questions had been answered, the judges were instructed to begin the test. All of the judges completed the test within approximately 20 to 50 minutes.

Scoring. The 'Like' and 'Dislike' predictions of the judges for the targets were compared with the actual 'Like' or 'Dislike' responses to these items on the targets' protocols. The basic data were recorded in terms of the number of errors made in each of the eight categories corresponding to the experimental conditions.

Assimilation and Contrast. Assimilation was defined as the tendency of a judge to incorrectly predict that a target's responses would be generally similar to his own and was determined when the judge made a relatively greater number of errors on discrepant than on congruent items.

Contrast was defined as the tendency of a judge to incorrectly predict that the target's responses would be generally dissimilar to his own and was determined when a judge made a relatively greater number of errors on congruent than on discrepant items.

In summary and review: The judges were required to predict the 'Like' or 'Dislike' responses of four targets to four sets of prediction items; one set for each target. Thus each judge made 80 predictions. The only information available to the judge about the target consisted of the target's responses to the 10 items of one of the information scales. Of the 20 prediction items for each judge, 10 of these items were congruent and 10 were discrepant. Half of the congruent and half of the discrepant items had been previously rated by the judge as HI and the other half of these items had been rated by him as LI. Table 1 provides a summary of the experimental design:

	Hi Perceived Similarity		Lo Perceived Similarity	
	Lo Intensity	Hi Intensity	Lo Intensity	Hi Intensity
Real Dissimilarity	*10	10	10	10
Real Similarity	10	10	10	10

*The number in each cell indicates the number of predictions by each judge under that condition.

Translating the hypotheses introduced in Chapter 1 into the more specific terms of the expectations for the data, they are:

Hypothesis 1

It was predicted that there would be an interaction between Personal Relevance and Real Similarity under the condition of high perceived similarity. In this situation, it is expected that the judges would make more errors on discrepant than on congruent items when these items had been rated by the judge as representing high intensity interest. However, when items had been rated by the judge as being of low intensity, it is expected that there would be little difference between errors on discrepant and congruent items.

Hypothesis 11

It was further predicted that there would be an interaction between Personal Relevance and Real Similarity under the low perceived similarity condition. In this situation, it is expected that the judges would make more errors on congruent than on discrepant items when these items had been rated by the judge as high intensity interests. As in the high perceived similarity condition, when the judge had rated the item as low intensity, it is expected that there would be little difference between the number of errors on congruent and discrepant items.

If the results conform to the hypotheses, there will be a significant three-way interaction among the variables of Perceived Similarity, Real Similarity and Personal Relevance.

RESULTS

The basic data of this study consisted of the number of errors made by the 42 judges in each of the eight treatment categories.[1] Table 1 presents the means and standard deviations of the errors made in each of these categories:

Table 1

The Means and Standard Deviations of the 8 Treatments

		HPS		LPS	
		HI	LI	HI	LI
D	$\bar{X}$	7.0	5.7	3.9	4.6
	SD	2.2	2.1	2.2	1.5
C	$\bar{X}$	2.9	3.5	5.8	5.2
	SD	2.2	1.9	2.5	2.0

The data were analyzed for significance by the complete analysis of variance for a factorial experiment (Edwards, 1963). A summary of this analysis is shown in Table 2.

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1. The data obtained from one judge was not included in the analysis of the study. This judge had informed the experimenter that he had predicted responses for the targets on the Interest Prediction Test which were the opposite of, "...what I had figured out that I was supposed to do". An examination of his paper revealed that he had assimilated under LPS and contrasted under HPS.

Table 2

Summary of the Analysis of Variance

Source of Variation	Sum of Squares	d.f.	Mean Square	F	p
A: Perceived Similarity	.297	1	.297	-	
Subjects x A	152.714	41	3.725		
B: Real Similarity	80.047	1	80.047	35.016	<.01
Subjects x B	93.715	41	2.286		
C: Interest Intensity	2.012	1	2.012	2.173	N.S
Subjects x C	50.512	41	1.232		
A x B	411.857	1	411.857	28.603	<.01
S x A x B	590.376	41	14.399		
A x C	2.678	1	2.678	1.289	N.S
S x A x C	85.129	41	2.076		
B x C	2.333	1	2.333	1.689	N.S
S x B x C	56.643	41	1.381		
A x B x C	55.024	1	55.024	8.274	<.01
S x A x B x C	272.655	41	6.650		
Subjects	133.988	41	3.268	-	

Main Effects. Although no treatment main effects were predicted, that of Real Similarity was highly significant. The mean number of errors made by the judges on discrepant items was significantly greater than the mean number of errors made on congruent items. This result was not totally unexpected, however, but rather confirms similar findings in several earlier studies (Blanchard, 1963; 1966).

Total errors were not significantly influenced by either Perceived Similarity (A main effect: $F = .08$ $p > .05$) nor degree of Interest Intensity (C main effect: $F = 2.17$ $p > .05$).

Interaction Effects. The hypotheses of the present study centered on two interaction effects. It was expected that there would be a significant two-way interaction between Perceived Similarity and Real Similarity (AxB interaction) and a significant three-way interaction among Perceived Similarity, Real Similarity and Interest Intensity (AxBxC interaction). As can be seen in Table 2, both of the expected interaction effects were significant. The two-way interaction is summarized in Table 3:

Table 3

The Two-Way Table for the A x B Interation

	HPS	LPS
D	12.8	8.5
C	6.4	10.9
Difference	6.4	-2.4

The theoretical significance of this data stands out most clearly in the difference (D-C). Under HPS the judges made an average of 6.4 more errors on discrepant than on congruent items whereas, under LPS they made an average of 2.4 fewer errors on discrepant than on congruent items. The difference in these difference scores reflects the expected assimilation and contrast effects.

Table 4 presents a more concise summary of the data resulting in the significant three-way interaction:

Table 4

Two-Way Table of Means for B and C for each level of A

	HPS			LPS		
	HI	LI		HI	LI	
D	7.0	5.7		3.9	4.6	
C	2.9	3.5		5.8	5.2	
Difference	4.1	2.2	1.9	-1.9	- .6	-1.3

There was an interaction between Real Similarity and Interest Intensity under HPS. In this condition the judges made an average of 4.1 more errors on discrepant than on congruent items when these items had been rated as HI. When the items had been rated as LI, the difference between the mean number of errors made on discrepant and congruent items was reduced to 2.2. It can be seen, therefore, that under HPS the judges made an average of 1.9 more assimilation type errors on items rated as HI than on those rated LI.

There was also an interaction between Real Similarity and Interest Intensity under LPS. In this condition the judges made an average of 1.9 fewer errors on discrepant than on congruent items when these items had been rated as HI. On items rated as LI, however, the D - C index was reduced to - .6. Under LPS, therefore, the judges made an average of 1.3 more errors of the contrast type on items rated as HI than on those rated as LI.

A graphic representation of this three-way interaction is shown in Figure 1. In the graph it can be readily seen that the interaction between Real Similarity and Interest Intensity under HPS is in an opposite direction to the interaction under LPS. Under HPS the mean number of errors made on discrepant HI items is considerably greater than the mean number of items made on discrepant LI items. Under LPS, on the other hand, the mean number of errors made on discrepant HI items is considerably less than the mean of those made on discrepant LI items.

Under HPS the mean number of errors made on congruent HI items is less than the mean number of errors made on congruent LI items. Conversely, under LPS the mean number of errors made on congruent HI items is higher than the mean number of errors made on congruent LI items.

In terms of the predictions of the hypotheses, the significance of the three-way interaction may be summarized as follows:

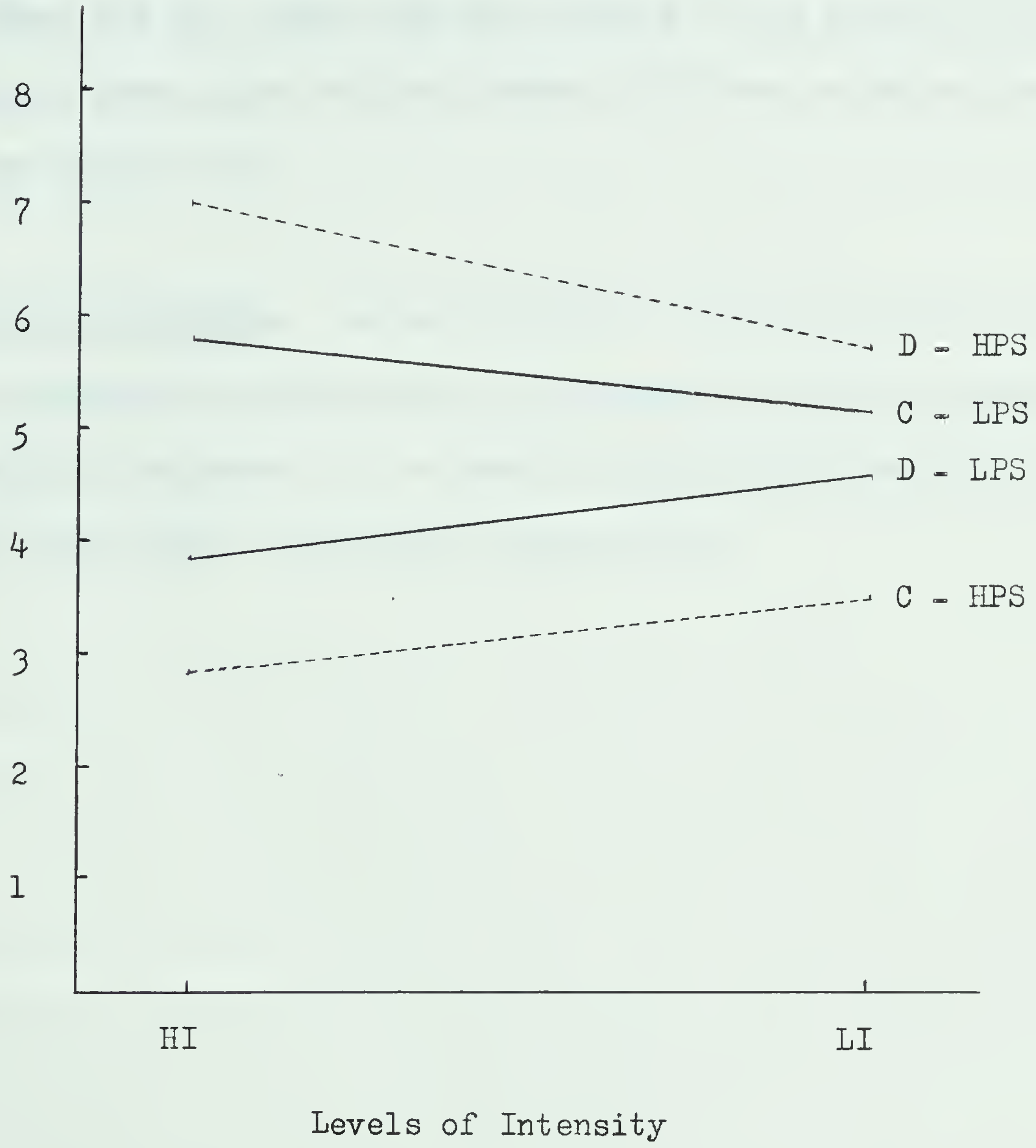

Figure 1. Means for levels of C at each level of A and B.

Under HPS the judges made more errors of the assimilation type on prediction items which had been rated as HI than on those which had been rated as LI.

Under LPS the judges made more errors of the contrast type on prediction items which had been rated as HI than on those items which had been rated as LI.

Information Relevance. As was expected, the low predictive validity of the information supplied for the judges precluded the possibility of predictive accuracy. Of a total of 3260 predictions made by the judges, only 1638 or 50.2% were correct ones.

DISCUSSION

The results of the analysis of variance presented in the last chapter clearly indicate that the data in the present study conformed to the specific expectations presented in Chapter 2. The significant interaction between Perceived Similarity and Real Similarity indicates again the reliability of what we have termed the assimilation and contrast effects. The significant effect of Real Similarity also replicates earlier findings, (Blanchard, 1963; 1965).

The central focus in the present study has been on the proposed three-way interaction among Perceived Similarity, Real Similarity and Personal Relevance. This interaction was significant and the configuration of the data conformed to expectation. However, a clear-cut interpretation of this result is confounded by the considerable number of items, rated as low in personal relevance on the Interest Intensity Test, to which the judges had given conflicting 'Like' or 'Dislike' responses on the prior Interest Test. Table 5 shows the differential unreliability of HI and LI items in terms of percentage change from the Interest Test to the Interest Intensity Test:

Table 5

Percentage of Items on which there was a Shift in Response (Like or Dislike) from the Interest Test to the Interest Intensity Test[1]

HI	LI
4.3% (73/1650)	20.3% (341/1650)

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1. These percentages are based only on those items included in the forecast measure of the Interest Prediction Test.

This unreliability leads to possible interpretations other than the one underlying the original proposal. The speculation formulated in the hypotheses was that the personal relevance of the prediction items would influence the type of predictive error made by the judge. It was proposed that judges would be more apt to assimilate and to contrast on prediction items that were high in personal relevance or importance than on those which were low in importance. The data, therefore, conforms to the results which would be predicted if the personal relevance of the prediction items were a determining factor with regard to assimilation and contrast. However, the original expectation, predicated upon the effects of Personal Relevance, was based in the assumption that at the time of prediction the judge had taken a definite position with respect to his feelings of liking or disliking for a particular item. That is, the distinction between HI and LI items was one of degree of liking or disliking and not certainty of liking or disliking. Furthermore, in terms of practical methodological considerations, it has been assumed that the responses to the Interest Intensity Test reflect this position. The data on the differential unreliability of the prediction items raises doubts with regard to the reasonableness of these assumptions and makes possible two alternative interpretations:

a) The first interpretation involves the possibility that the LI items may be unreliable due to the fact that, from one time to another, the judge may simply change his position with respect to these items. It is assumed that such a change in position will be negatively correlated with intensity of interest thus producing the differences in such changes

between HI and LI items. This shift, from time to time, in the judge's position would have the following effect:

If we take a judge's 'Like' response to an LI item on the Interest Intensity Test as being an accurate reflection of his position at the time of the Interest Prediction Test, a 'Dislike' response of the target will constitute a discrepant item. If the judge predicts a 'Dislike' response for the target we assume that the judge has not made an assimilation type error but has been 'correct' in his prediction. However, had we tested the judge's position with respect to this item at prediction time, a change in his position would result in a 'Dislike' response. His response would thus be identical to the response of the target and this item would then have to be reclassified as congruent. The judge's 'Dislike' prediction for the target would, in this case, reflect the tendency to assimilate with regard to a congruent item. It follows, therefore, that failure to recognize that a judge has changed his position would lead to an underestimation of the tendency to assimilate. The generality of this confounding effect can perhaps better be seen in Table 6. The symbols in parentheses in the body of the table represent changes that would result from a change in the judge's position from initial testing to prediction time. It has been assumed that the judge will assimilate throughout. As can be seen, a change in position on only one discrepant and one congruent item will reduce by 2 the D - C difference score used in the present study.

Table 6

	Item	Judge's Response	Target's Response	J's Prediction assuming assimilation	Error assuming assimilation
D	1	L (D)	D	L (D)	5 (4)
	2	L	D	L	
	3	L	D	L	
	4	L	D	L	
	5	L	D	L	
C	1	D (L)	D	D (L)	0 (1)
	2	D	D	D	
	3	D	D	D	
	4	D	D	D	
	5	D	D	D	

b) The second interpretation of the data is that the inter-test unreliability of the LI items was due to the fact that these items represented feelings of indifference rather than feelings of low intensity. If this were the case, we would expect that the judge's 'Like' and 'Dislike' responses to these items in the Interest Intensity Test do not reflect any particular position that the judge has taken, but were made on a random basis. When the judge is predicting a target's responses to these items it would be expected that he would also make his predictions in a random fashion with the consequence that the frequency of his 'assimilation' and 'contrast' type errors would be no greater than that of chance. The inclusion of items toward which the judge has taken no position would, therefore, also result in an underestimation of the tendency to assimilate and contrast with respect to items of low intensity.

A re-analysis of the data was performed in which the unreliable LI items were omitted and the number of items in the 8 experimental categories were randomly equated. An F value of 3.232 ($p<.10$ for 1 and 175 d.f.) was obtained for the three-way interaction despite the fact that the number of observations was reduced from the original 3360 to 1296. Although this result provides support for the hypotheses, the problem of unreliability must still be taken into account. The LI items in this analysis proved to be 'reliable' over the two interest tests but there is the possibility that had a third interest test been administered, a considerable number of these items might have been shown to be unreliable in terms of the first two tests.

Artifactual 'Unreliability'

However, there is still a third possible explanation for this differential unreliability. An interesting finding of this study was that the judges exhibited a systematic bias with respect to the use of the 'Like' and 'Dislike' responses of the Interest Test. It was found that of the 890 items rated as 'Neither Like nor 'Dislike' (indifference) on the Interest Intensity Test, 605 or 68% had been given a 'Dislike' response on the previous Interest Test. Therefore, instead of the expected 1:1 ratio of 'Dislike' to 'Like' responses responded to as "indifferent", the obtained ratio was approximately 2:1. It would seem that in a dichotomous forced choice situation judges are twice as inclined to give a response of 'Dislike' than 'Like' to an interest item toward which they have rated their feelings as indifferent.

This bias in the use of the dichotomous choice of responses offered by the Interest Test can also be seen in the frequency of change of responses to 'Like' on the Interest Intensity Test. A breakdown of the data in terms of the differential "unreliabilities" of 4612 'Like' and 'Dislike' responses of the Interest Test is shown in Table 7.

As can be seen in Table 6, if a judge gives a response of 'Like' in the choice situation presented by the Interest Test, the probability of a 'Dislike' response on the more differentiated Interest Intensity Test is about .06. However, if he gives a 'Dislike' response in the

Table 7

Unreliabilities of the 'Like' and 'Dislike' Responses over the Interest Test and the Interest Intensity Test.

'Like' on the Interest Test 'Dislike' on the Interest Intensity Test		'Dislike' on the Interest Test 'Like' on the Interest Intensity Test	
5.7% (100/1762)		17.0% (482/2850)	
HI	LI	HI	LI
3.4% (31/902)	8.0% (69/860)	5.6% (86/1533)	30.0% (396/1317)

dichtomous choice condition, the probability of a conflicting 'Like' response with expanded possibilities is increased to .17. This discrepancy in 'consistency' of response is also reflected when the items are broken down into LI and HI categories. If the judge gives a 'Like' response on the Interest Test the probability of giving a conflicting 'Dislike' response on the Interest Intensity Test is about .03 for an HI item and .08 for an LI item. If, on the other hand, the judge gives a 'Dislike' response on the Interest Test the probability of a 'Like' response on the Interest Intensity Test is approximately .06 for an HI item and 130 for an LI item. This tendency toward differential unreliability was found to be general. Only 6 of the 42 judges failed to give a relatively higher proportion of inconsistant 'Like Moderately' than 'Dislike Moderately' responses on the Interest Intensity Test.

A suggested interpretation of these unexpected findings is that judges tend to preferentially use the 'Like' category of the Interest Test to describe relatively strong feelings of liking and to relegate to the 'Dislike' category, not only items representing actual dislike, but also a disportionate number of items toward which their feelings may range from indifference to mild liking. In other words, they tend to employ different levels of 'elevation' with respect to these dichotomous categories. If this were the case, it would be expected that the 'Like' responses would prove to be more stable than the more indiscriminate

'Dislike' responses when a test requiring a more precise qualification of responses is subsequently administered. This speculation raises the possibility that the high unreliability of the 'Like Moderately' items was an artifactual result of measuring their unreliability in terms of the 'Dislike' responses of the Interest Test. There is thus the possibility that the differential unreliability of the HI and LI items may be an artifact of comparing responses to items of these disparate forms of interest measure.

Suggestions for Modification of the Present Study

It is proposed that the present study be modified in order to determine whether the high unreliability of the LI items is a function of either low intensity or lack of intensity (indifference), or is alternately, an artifactual result of using different interest tests. In order to test these possibilities it is suggested that the differentiated scale of the Interest Intensity Test be used in the initial interest test, re-test and also in the forecast measure of the Interest Prediction Test. If, within this context, the unreliability of the LI items proved to be no greater than that of the HI items a significant three-way interaction would provide convincing support for the hypotheses.

This reasoning is based upon the fact that although, as previously discussed, the presence of unreliable items would lead to underestimation of assimilation and contrast effects with regard to items rated as LI,

this situation would also be true for unreliable items rated as HI. Whereas, the unreliable items would tend to increase the differences in assimilation and contrast effects between LI and HI items, the unreliable HI items would tend to decrease these differences. If the unreliability of these two categories of personal relevance were shown to be equal, then it would follow that the effects of unreliability of items in the two categories would cancel each other out. Unreliability would no longer be a confounding factor and a significant three-way interaction could then be interpreted as demonstrating that assimilation and contrast effects are differentially greater with respect to prediction items that are high in personal relevance.

If, on the other hand, the unreliability of the LI items was found to be considerably greater than that of the HI items it would be reasonable to assume that the relatively high unreliability of these items was directly related to the intensity of feeling involved. Consequently, items relatively 'high' in low personal relevance would be expected to be more reliable than those which were 'low' in low relevance. It is, therefore, suggested that the 7 point scale of the interest measure be altered to contain the following categories: 1) Like Very Much, 2) Like Moderately, 3) Like Slightly, 4) Neither Like nor Dislike, 5) Dislike Slightly, 6) Dislike Moderately and 7) Dislike Very Much. It would be expected that the greater proportion of unreliable items would be found to be unreliable with respect to categories 3, 4 and 5. Items placed in these categories on either the initial test or re-test would be discarded along with the unreliable items in the other categories. For

purposes of analysis, categories 1 and 7 would represent HI items and LI items would consist of items in categories 2 and 6.

This procedure would have the effect of shifting the low relevant condition toward the high relevant end of the scale and hence would increase the reliability of the LI items. This shift in the position of the LI items would decrease the sensitivity of the study so that a significant three way interaction would provide powerful support for the validity of the hypotheses. In order to carry out the foregoing procedure it would be necessary to substantially increase the number of interest items used so as to have sufficient LI items for target matching purposes. Alternately, the number of predictions made by a judge could be reduced and the number of judges correspondingly increased in order to obtain the required number of observations.

Personal Relevance of the Information

This study has been concerned with possible effects of the personal relevance of the prediction items upon the tendencies to assimilate and to contrast. It is interesting also to speculate regarding the possible effects of the personal relevance of the information on these tendencies. Previous studies have assumed that informational effects have been a function of either the amount or the consistency of the information. It is suggested that these effects may not be altogether additive but may also result from its importance or personal relevance.

In terms of Berkowitz assimilation-contrast model of social judgment, it is not unreasonable to suppose that information high in personal relevance would be instrumental in the placement of the judge's perception of the target closer to his own self-concept under HPS and farther away under LPS than would be the case if the information were either low or lacking in personal relevance. Consequently, it would be expected that when the information which is made available to a judge is high in personal relevance the tendency to assimilate and contrast would be maximized.

On the other hand, it is interesting to speculate regarding the situation which might result if the information were restricted to items either low or lacking in personal relevance. With respect to the assimilation-contrast model, it might be expected that under HPS the judge would place his perception of the target farther from his self-concept than would be the case if the information were high in importance. Conversely, it might also be expected that under LPS the judge would place his perception of the target closer to his self-concept than if the information were high in personal relevance. The tendency toward assimilation and contrast would, therefore, almost certainly be minimized or eliminated.

If this reasoning is sound, it can be seen that if the information leading to HPS and LPS were differentially weighted in terms of personal relevance certain effects might ensue. For example, if the information leading to LPS consisted of a large proportion of items high in personal

relevance and the reverse were true for the information leading to HPS, it might be expected that the judge would tend to contrast under LPS to a greater extent than he would tend to assimilate under HPS. Also, in a situation where the information is balanced with respect to HPS and LPS, individual differences in assimilation and contrast effects may be attributed to the fact that the personal relevance of the information has not been equated.

There is the further possibility that if a future study were to validate the hypotheses of the present study, it might be shown that the tendency of a judge to assimilate or to contrast to a greater degree with respect to HI items may be related to the personal relevance of the information. That is, when a judge perceives a target as being similar or dissimilar to himself with respect to an area of high importance, he may tend to make predictions which indicate that he perceives this similarity or dissimilarity as extending into other areas which are also rated by him as high in importance.

The purpose of this speculation has been to introduce the possibility that yet another variable may be contributing to the tendencies to assimilate and to contrast. As was pointed out in Chapter 1, research in the area of individual differences in predictive accuracy will not be free of confounding factors until all such variables are identified and brought under experimental control. Aside from this consideration,

however, the tendencies to assimilate and to contrast are of intrinsic interest. Information concerning variables which may affect these tendencies will further extend our understanding of interpersonal judgement and prediction.

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APPENDIX A

Containing Interest Test

TEST BOOKLET

This test is designed to measure your interest in certain occupations and activities. It is an interest test, not a test of intelligence or aptitude.

The information collected here will be used for research purposes only. Your responses will be held in strictest confidence, of course.

GENERAL DIRECTIONS

In order that your test may be scored accurately, it is important for you to follow the directions carefully:

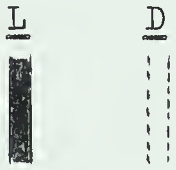
1) Use only the special pencil for the test

2) Do not write on the test booklet. All responses should be made on the answer sheet.

3) Fill in your name, age, and sex in the blanks at the side of the answer sheet.

4) Answer spaces, made by dotted lines on the answer sheet, are numbered to correspond to the numbering of the items in the test. You are to decide how you wish to mark a question, then blacken the anser space that corresponds to this answer.

   EXAMPLE: Do you like or dislike children? If you like children you would fill in the answer sheet like this;



   If you dislike children of course, you would blacken the space under D.

5) Make a solid black mark. If you make a mistake erase the black mark completely. These tests will be machine scored. Any pencil marks on the paper will close an electrical circuit, causing the machine to record a score.

6) It is important that you answer ALL the items. After you have completed the test, go over your answer sheet and make sure that you have completed ALL of the items.

PART I OCCUPATIONS

Indicate for each occupation listed below whether you would like that kind or work or not. Disregard considerations of salary, social standing, future advancement, etc. Consider only whether or not you would like to do what is involved in the occupation. You are not asked if you would take up the occupation permanently, but merely whether or not you would enjoy that kind of work, regardless of any necessary skills, abilities, or training which you may or may not possess. Make all answers on the answer sheet.

Work rapidly. Your first impressions are desired here. Answer ALL the items. Many of the seemingly trivial and irrelevant items are very useful in diagnosing your real attitude.

1. Actor (actress)
2. Advertizer
3. Advertising illustrator
4. Architect
5. Artist

6. Astronomer
7. Athletic Director
8. Author of a novel
9. Bacteriologist
10. Biologist

11. Chemist
12. Clincial Psychologist
13. College Professor
14. Consul
15. Corporation lawyer

16. Dramatist
17. Editor
18. Employment Manager
19. Florist
20. Gov't Labor Dispute Mediator

21. Grade School Teacher
22. High School Teacher
23. Hotel Manager
24. Importer
25. Inventor

26. Judge
27. Lawyer, Corporation
28. Lawyer, Criminal
29. Manufacturer
30. Mayor of a large city
31. Minister of Foreign Affairs
32. Minister of Health, Welfare and Education
33. Musician
34. Office Manager
35. Playground director

36. Poet
37. Politician
38. Premier of Alberta
39. President of Local Retailers Association

40. Probabtion Officer
41. Psychiatrist
42. Purchasing Agent
43. Retailer
44. Sales Manager
45. Scientific illustrator

46. Scientific research worker
47. Secretary, Chamber of Commerce
48. Social worker
49. Stock Broker
50. Vocational Counselor

51. Wholesaler

PART II. SCHOOL SUBJECTS

Indicate as in Part i your interests in the following possible courses in school.

52. Algebra
53. Arithmetic
54. Art
55. Botany
56. Calculus

57. Civics
58. Cost Accounting
59. Cultural Anthropology
60. Dramatics
61. Economics

62. English Composition
63. Ethics (i.e. study of moral systems)
64. Experimental psychology
65. Geography
66. Geology

67. Geometry
68. History
69. Literature
70. Mathematics
71. Modern Business Methods

72. Music
73. Parliamentary Procedure
74. Philosophy
75. Philosophy of Government
76. Physics

77. Physiology
78. Political Science
79. Public Administration
80. Public Speaking
81. Sales Methods

82. Sociology
83. Statistics
84. Zoology

PART III. ACTIVITIES

Indicate your interest as in Part I.

85. Design furniture

86. Do an experiment with the muscle and nerve of a frog

87. Serve as president of a board of directors

88. Be a member of a Canadian "Peace Corps"

89. Help out during a school or convention registration

90. Make recommendations to a court in the interest of juvenile or adult lawbreakers

91. Calculate the depreciation of equipment for a transportation firm

92. Plan the interior decorations of a home

93. Work in a stock exchange

94. Mould a statue in clay

95. Act as a consultant to the Bank of Canada

96. Take a welfare child into your own home as your own

97. Read scientific journals

98. Study facts in order to arrive at a new conclusion

99. Attend a symphony concert

100. Apply methods to new fields

101. Watch a new play

102. Listen to the case history of a person who needs help

103. Prepare advertising for new houses to be offered for sale

104. Understand theoretical ideas like Einstein's theory.

105. Write laboratory reports

106. Become an expert at appraising the value of homes, furnishings or cars

107. Go from door to door persuading people to vote a certain way

108. Plan a complicated investment program to insure a healthy profit

109. Evaluate the emotional appeal of a particular opera

110. Plan a marketing campaign for a new line of synthetic garments

111. Read books on investments

112. Aid in the rehabilitation of the ex-convict

113. Help underprivileged boys and girls in a poor neighborhood

114. Buy and sell antiques for profit

115. Read the financial pages

116. Help a child overcome a physical hanicap

117. Pass out campaign leaflets

118. Read "National Geographic" magazine

119. Read about the development of scientific ideas

120. Buy goods for a department store

121. Play golf

122. Go to an ice skating party

123. Go bowling with friends

124. Read a book on bridge

125. Read a book about chess

126. Be a loan manager of a bank

127. Evaluate a research article for adequacy of design of the research

128. Run for political office

129. Take an active part in the Mental Health movement

130. Coordinate and direct the work of several branch offices

131. Help agencies locate living places for evicted families

132. Decorate a room with flowers

133. Design a store front

134. Play the game "Monopoly"

135. Argue with a communist

136. Attend a style show

137. Watch a football game with friends

138. Buy goods for a department store

139. Select a landscape to be painted or photographed

140. Work with ideas rather than people

141. Work with things rather than people

142. Lead a round-table discussion

143. Prepare payrolls for a large company

144. Be responsible for establishing policies and procedures in an organization

145. Plan an experiment using human beings as subjects

146. Work as a research scientist in a university laboratory

147. Read a book on "Theories of Personality"

148. Design a new home

149. Supervise a group of professional people

150. Conduct a discussion group for teenagers on their problems

151. Visit art galleries

152. Plan the procedures for a scientific experiment

153. Look at shop windows

154. Conduct an experiment on atom smashing

155. Interview men for a job

156. Read about utopian movements and ideas

157. Work with a group that is trying to help the unemployed

158. Read a novel about a wall street stock manipulator

159. Raise flowers

160. Experiment on the effects of beta rays upon heredity

161. Be a political speech writer

162. Tour a neighborhood of fine homes to enjoy the architectural designs

163. Determine the cost of building and furnishing a house

164. Aid in the placement of old men in a home for the aged

165. Help married couples who are planning separation to solve their problems

166. Do research on the relation of electrical brain waves to thinking

167. Organize a play

168. Be a business manager for a hospital

169. Read an article by a political columnist

170. Act as a consultant on Canadian trade

171. Compare the treatments of a classical work as given by two fine musicians

172. Make a comparative study of architectural styles

173. Forecast economic trends for a brokerage firm

174. Write a technical book

175. Prepare the advertising for a new product

176. Engage in discussions of economic affairs

177. Visit families for the purpose of giving them community assistance

178. Encourage new industry in your area

179. Buy, remodel, and sell houses

180. Raise money for a charity

181. Write a new arrangement for a musical theme

182. Determine the cost of operation of a machine

183. Design the landscaping for a hillside home

184. Study the style of a certain artist

185. Meet and direct people

186. Paint a landscape scene

187. Compare the color treatments in the works of two artists

188. Do things that require precision

189. Buy and sell stocks and bonds for other people

190. Act as chairman of a committee on arrangements for a convention

191. Look at a collection of rare laces

192. Take an active part in student council

193. Develop an improved classification of nervous and mental disease

194. Work as a research scientist in an industrial laboratory

195. Develop a business system

196. Attend a ballet performance

197. Lobby for or against pending issues

198. Interview prospects in selling

199. Think out the logical deductions from a scientific discovery

200. Teach children

201. Work as a probation officer with paroled individuals

202. Examine designs of homes, comparing them for artistic appeal

203. Judge paintings to determine the winner in a contest

204. Preside at a meeting to organize a new group

205. Inspect and criticize artistic works

206. Invest in a subdivision with a chance that its value will increase rapidly

207. Participate in discussions of politics

208. Listen to a political speech

209. Read biographies of great statesmen

210. Read "Scientific American" magazine

211. Help decide which of a series of sculptured figures is the most beautiful

212. Help plan a political campaign

213. Be pitted against another in a political race

214. Look at a collection of antique furniture

215. Work out a new system for predicting the weather

216. Display merchandise in a store

217. Do research on the effects of a vitamin upon the growth of mice

218. Visit an art museum

219. Interview individuals who are applicants for welfare assistance

220. Develop a new subdivision of real estate

221. Paint a portrait of an interesting face

222. Play a part in a dramatic production

223. Be instrumental in the formation of an emergency military government in a time of disaster

224. Participate in a political debate

225. Work with people rather than ideas

226. Do medical research

227. Select a painting to hang on the wall of a home

228. Be a member of the National Research Council

229. Read "The Rise of Scientific Philosophy", by Hans Reichenbach

230. Create a new artistic effect, i.e. improve beauty of an automobile etc.

231. Determine the earth's magnetic forces at different locations

232. Prepare illustrations for a magazine

233. Act as a guide or adviser to a newcomer

234. Learn about new theories in science

235. Study the various methods used in scientific investigations

236. Be a political reporter

237. Try to cure mentally disturbed

238. Study and write about the theoretical aspects of science

239. Prepare the fiscal budget for a large company

240. Give advice on the development of a government for newly independent country

241. Be president of your favorite club

242. Judge the entries in a photo contest

243. Work with delinquent boys or girls to help them adjust

244. Plan the public image for a politician

245. Determine wave-lengths of specral lines in a spectroscope

246. Study the history of music

247. Calculate expansion costs for a manufacturing firm

248. Be an income tax consultant

249. Evaluate a group of greeting cards as to beauty

250. Play a musical instrument

251. Prepare and submit your bid for a quantity of goods

252. Promote the development of a new oil field

253. Interview people who have mental or emotional problems

254. Advise people on investments

255. Act as representative of a large number of shareholders in a large corporation

256. Work out the details of a scientific theory

257. Try to influence friends to vote for your favorite candidate

258. Read articles on social reform

259. Help the government redesign its tax structure

260. Adjust difficulties of others

261. Work with orphans and neglected children

262. Preside at a business meeting

263. Sketch action scenes on a drawing pad

264. Look after the finances of an organization

265. Lead a movement to "clean up" corrupt government

266. Watch a film about the operations of the Toronto Stock Exchange

267. Teaching adults

268. Help bring about changes in present police policy with respect to the punishment of drug addicts

269. Help give unwed mothers a fresh start

270. Judge window displays in a contest

271. Read poetry

272. Perform the duties of a political campaign manager

273. Work with alcoholics to help them adjust

274. Read about the basic principles of scientific method

275. Lead a committee to bring about needed changes in your community

276. Be an economic consultant to a large manufacturing concern

277. Visit a showing of a collection of rare objects of art

278. Read about theories of atomic energy

279. Plan a new jobs for people displaced by automation

280. Find ways to decrease packaging costs for a food manufacturer

281. Read about the history of the Stock Market

282. Be alone

283. Contribute to charities

284. Design clothing

285. Buy a run-down business and make it grow

286. Work out a profit sharing plan for the management of a company

287. Represent a number of other people in presenting grievances to a superior

288. Develop a new system for predicting astronomical events

289. Run a community recreation center for teenagers

290. Speculate in the stock market

291. Direct an orchestra or band

292. Interview veterans to help with their personal problems

293. Speak on behalf of a political candidate

294. Institute a campaign for the promotion of a worthy cause

295. Calculate degrees of risk for an insurance company

296. Make observations using a microscope

297. Watch a movie about social problems

298. Think about the underlying assumptions of science

299. Attend musical concerts

300. Investigate potential parents in an adoption agency.

NAME ____ LAST ____ FIRST ____ MIDDLE ____ DATE ____ 1 ____ 5 ____ DATE OF BIRTH ____ AGE ____ SEX ____ M OR F
SCHOOL ____ CITY ____ 2 ____ 6 ____ GRADE OR CLASS ____ INSTRUCTOR ____
3 ____ 7 ____
1 ____ 2 ____ 4 ____ 8 ____ NAME OF TEST ____ PART ____

Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F
1 ☐ ☐	31 ☐ ☐	61 ☐ ☐	91 ☐ ☐	121 ☐ ☐	151 ☐ ☐	181 ☐ ☐	211 ☐ ☐	241 ☐ ☐	271 ☐ ☐
2 ☐ ☐	32 ☐ ☐	62 ☐ ☐	92 ☐ ☐	122 ☐ ☐	152 ☐ ☐	182 ☐ ☐	212 ☐ ☐	242 ☐ ☐	272 ☐ ☐
3 ☐ ☐	33 ☐ ☐	63 ☐ ☐	93 ☐ ☐	123 ☐ ☐	153 ☐ ☐	183 ☐ ☐	213 ☐ ☐	243 ☐ ☐	273 ☐ ☐
4 ☐ ☐	34 ☐ ☐	64 ☐ ☐	94 ☐ ☐	124 ☐ ☐	154 ☐ ☐	184 ☐ ☐	214 ☐ ☐	244 ☐ ☐	274 ☐ ☐
5 ☐ ☐	35 ☐ ☐	65 ☐ ☐	95 ☐ ☐	125 ☐ ☐	155 ☐ ☐	185 ☐ ☐	215 ☐ ☐	245 ☐ ☐	275 ☐ ☐
Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F
6 ☐ ☐	36 ☐ ☐	66 ☐ ☐	96 ☐ ☐	126 ☐ ☐	156 ☐ ☐	186 ☐ ☐	216 ☐ ☐	246 ☐ ☐	276 ☐ ☐
7 ☐ ☐	37 ☐ ☐	67 ☐ ☐	97 ☐ ☐	127 ☐ ☐	157 ☐ ☐	187 ☐ ☐	217 ☐ ☐	247 ☐ ☐	277 ☐ ☐
8 ☐ ☐	38 ☐ ☐	68 ☐ ☐	98 ☐ ☐	128 ☐ ☐	158 ☐ ☐	188 ☐ ☐	218 ☐ ☐	248 ☐ ☐	278 ☐ ☐
9 ☐ ☐	39 ☐ ☐	69 ☐ ☐	99 ☐ ☐	129 ☐ ☐	159 ☐ ☐	189 ☐ ☐	219 ☐ ☐	249 ☐ ☐	279 ☐ ☐
10 ☐ ☐	40 ☐ ☐	70 ☐ ☐	100 ☐ ☐	130 ☐ ☐	160 ☐ ☐	190 ☐ ☐	220 ☐ ☐	250 ☐ ☐	280 ☐ ☐
Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F
11 ☐ ☐	41 ☐ ☐	71 ☐ ☐	101 ☐ ☐	131 ☐ ☐	161 ☐ ☐	191 ☐ ☐	221 ☐ ☐	251 ☐ ☐	281 ☐ ☐
12 ☐ ☐	42 ☐ ☐	72 ☐ ☐	102 ☐ ☐	132 ☐ ☐	162 ☐ ☐	192 ☐ ☐	222 ☐ ☐	252 ☐ ☐	282 ☐ ☐
13 ☐ ☐	43 ☐ ☐	73 ☐ ☐	103 ☐ ☐	133 ☐ ☐	163 ☐ ☐	193 ☐ ☐	223 ☐ ☐	253 ☐ ☐	283 ☐ ☐
14 ☐ ☐	44 ☐ ☐	74 ☐ ☐	104 ☐ ☐	134 ☐ ☐	164 ☐ ☐	194 ☐ ☐	224 ☐ ☐	254 ☐ ☐	284 ☐ ☐
15 ☐ ☐	45 ☐ ☐	75 ☐ ☐	105 ☐ ☐	135 ☐ ☐	165 ☐ ☐	195 ☐ ☐	225 ☐ ☐	255 ☐ ☐	285 ☐ ☐

BE SURE YOUR MARKS ARE HEAVY AND BLACK.
ERASE COMPLETELY ANY ANSWER YOU WISH TO CHANGE.

Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F
16 ☐ ☐	46 ☐ ☐	76 ☐ ☐	106 ☐ ☐	136 ☐ ☐	166 ☐ ☐	196 ☐ ☐	226 ☐ ☐	256 ☐ ☐	286 ☐ ☐
17 ☐ ☐	47 ☐ ☐	77 ☐ ☐	107 ☐ ☐	137 ☐ ☐	167 ☐ ☐	197 ☐ ☐	227 ☐ ☐	257 ☐ ☐	287 ☐ ☐
18 ☐ ☐	48 ☐ ☐	78 ☐ ☐	108 ☐ ☐	138 ☐ ☐	168 ☐ ☐	198 ☐ ☐	228 ☐ ☐	258 ☐ ☐	288 ☐ ☐
19 ☐ ☐	49 ☐ ☐	79 ☐ ☐	109 ☐ ☐	139 ☐ ☐	169 ☐ ☐	199 ☐ ☐	229 ☐ ☐	259 ☐ ☐	289 ☐ ☐
20 ☐ ☐	50 ☐ ☐	80 ☐ ☐	110 ☐ ☐	140 ☐ ☐	170 ☐ ☐	200 ☐ ☐	230 ☐ ☐	260 ☐ ☐	290 ☐ ☐
Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F
21 ☐ ☐	51 ☐ ☐	81 ☐ ☐	111 ☐ ☐	141 ☐ ☐	171 ☐ ☐	201 ☐ ☐	231 ☐ ☐	261 ☐ ☐	291 ☐ ☐
22 ☐ ☐	52 ☐ ☐	82 ☐ ☐	112 ☐ ☐	142 ☐ ☐	172 ☐ ☐	202 ☐ ☐	232 ☐ ☐	262 ☐ ☐	292 ☐ ☐
23 ☐ ☐	53 ☐ ☐	83 ☐ ☐	113 ☐ ☐	143 ☐ ☐	173 ☐ ☐	203 ☐ ☐	233 ☐ ☐	263 ☐ ☐	293 ☐ ☐
24 ☐ ☐	54 ☐ ☐	84 ☐ ☐	114 ☐ ☐	144 ☐ ☐	174 ☐ ☐	204 ☐ ☐	234 ☐ ☐	264 ☐ ☐	294 ☐ ☐
25 ☐ ☐	55 ☐ ☐	85 ☐ ☐	115 ☐ ☐	145 ☐ ☐	175 ☐ ☐	205 ☐ ☐	235 ☐ ☐	265 ☐ ☐	295 ☐ ☐
Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F	Y T N F
26 ☐ ☐	56 ☐ ☐	86 ☐ ☐	116 ☐ ☐	146 ☐ ☐	176 ☐ ☐	206 ☐ ☐	236 ☐ ☐	266 ☐ ☐	296 ☐ ☐
27 ☐ ☐	57 ☐ ☐	87 ☐ ☐	117 ☐ ☐	147 ☐ ☐	177 ☐ ☐	207 ☐ ☐	237 ☐ ☐	267 ☐ ☐	297 ☐ ☐
28 ☐ ☐	58 ☐ ☐	88 ☐ ☐	118 ☐ ☐	148 ☐ ☐	178 ☐ ☐	208 ☐ ☐	238 ☐ ☐	268 ☐ ☐	298 ☐ ☐
29 ☐ ☐	59 ☐ ☐	89 ☐ ☐	119 ☐ ☐	149 ☐ ☐	179 ☐ ☐	209 ☐ ☐	239 ☐ ☐	269 ☐ ☐	299 ☐ ☐
30 ☐ ☐	60 ☐ ☐	90 ☐ ☐	120 ☐ ☐	150 ☐ ☐	180 ☐ ☐	210 ☐ ☐	240 ☐ ☐	270 ☐ ☐	300 ☐ ☐

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(OVER)

SCORES

1 ____ 2 ____ 3 ____ 4 ____

5 ____ 6 ____ 7 ____ 8 ____

NAME ____________________ LAST ____________ FIRST ____________ MIDDLE

Y T N F

301	331	361	391	421	451	481	511	541	571
302	332	362	392	422	452	482	512	542	572
303	333	363	393	423	453	483	513	543	573
304	334	364	394	424	454	484	514	544	574
305	335	365	395	425	455	485	515	545	575
306	336	366	396	426	456	486	516	546	576
307	337	367	397	427	457	487	517	547	577
308	338	368	398	428	458	488	518	548	578
309	339	369	399	429	459	489	519	549	579
310	340	370	400	430	460	490	520	550	580
311	341	371	401	431	461	491	521	551	581
312	342	372	402	432	462	492	522	552	582
313	343	373	403	433	463	493	523	553	583
314	344	374	404	434	464	494	524	554	584
315	345	375	405	435	465	495	525	555	585

BE SURE YOUR MARKS ARE HEAVY AND BLACK.
ERASE COMPLETELY ANY ANSWER YOU WISH TO CHANGE.

316	346	376	406	436	466	496	526	556	586
317	347	377	407	437	467	497	527	557	587
318	348	378	408	438	468	498	528	558	588
319	349	379	409	439	469	499	529	559	589
320	350	380	410	440	470	500	530	560	590
321	351	381	411	441	471	501	531	561	591
322	352	382	412	442	472	502	532	562	592
323	353	383	413	443	473	503	533	563	593
324	354	384	414	444	474	504	534	564	594
325	355	385	415	445	475	505	535	565	595
326	356	386	416	446	476	506	536	566	596
327	357	387	417	447	477	507	537	567	597
328	358	388	418	448	478	508	538	568	598
329	359	389	419	449	479	509	539	569	599
330	360	390	420	450	480	510	540	570	600

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APPENDIX B

Containing Interest Intensity Test

TEST BOOKLET

This test, consisting of two sub-tests, is designed to measure with greater precision the extent of your interest in certain of the occupations and activites that you responded to on the first test. Again, of course, this is an interest test, not a test of intelligence or aptitude.

The information collected here will be used for research purposes only. Your responses will be held in strictest confidence.

GENERAL DIRECTIONS

In order that your test may be scored accurately, it is important for you to follow the directions carefully:

1) Do not write on the test booklet. All responses should be made on the answer sheets.

2) Fill in your name in the blank at the top of the first answer sheet.

3) Answer columns are numbered to correspond to the numbering of the items in the two sub-tests. The rows represent a 7 point scale of intensity of attitude toward the interest items. You are to decide how you wish to answer a question, then place an X mark in the space that corresponds to this answer.

   EXAMPLE: Question (3) Do you like children?

   If you are fond of children you would place an X mark in column 3 opposite the Like answer which most closely corresponds to the degree of your liking for them. For instance, if you are extremely fond of children you would place an X mark opposite 'Like Intensely'.
   If you are indifferent to children you would place an X opposite 'Neither Like nor Dislike'.
   If, on the other hand, you dislike children, you would put an X mark opposite the Dislike answer which most closely approximates your feelings of disliking.

4) After you have answered the 75 items of the first sub-test, proceed to answer, on the second set of answer sheets, the 75 items of the second sub-test.

5) It is important that you answer ALL the items. After you have completed the test, go over your answer sheets and make sure that you have completed all of the items.

NAME____________________ SUB-TEST #________

PART 1 OCCUPATIONS

Indicate for each occupation listed below the degree to which you would like or dislike that kind of work. Disregard considerations of salary, social standing, future advancement, etc. Consider only whether or not you would like to do what is involved in the occupation. You are not asked if you would take up the occupation permanently, but merely whether or not you would enjoy that kind of work, regardless of the necessary skills, abilities or training which you may or may not possess. Make all answers on the answer sheet.

Work rapidly. Your first impressions are desired here. Answer all the items. Many of the seemingly trivial and irrelevant items are very useful in diagnosing your real attitude.

1. Astronomer
2. Author of a novel
3. Chemist
4. Gov't Labour Dispute Mediator
5. Hotel Manager
6. Lawyer, Corporation
7. Musician
8. Premier of Alberta
9. Retailer
10. Sales Manager
11. Stock Broker
12. Wholesaler

PART 11 SCHOOL SUBJECTS

Indicate as in Part 1 your degree of interest in the following possible courses in school.

13. Arithmetic
14. Art
15. Calculus
16. Cost Accounting
17. Geography
18. Geology
19. Modern Business Methods
20. Physiology

PART 111 ACTIVITIES

Indicate your degree of interest as in Part 1

21. Do an experiment with the muscle and nerve of a frog
22. Work in a stock exchange
23. Apply methods to new fields
24. Prepare advertising for new houses to be offered for sale
25. Go from door to door persuading people to vote a certain way
26. Plan a marketing campaign for a new line of synthetic garments
27. Read books on investments
28. Read the financial pages
29. Read a book about chess
30. Design a store front
31. Play the game "Monopoly"
32. Argue with a communist
33. Select a landscape to be painted or photographed
34. Prepare payrolls for a large company
35. Be responsible for establishing policies and procedures in an organization
36. Work as a research scientist in a university laboratory
37. Design a new home
38. Plan the procedure for a scientific experiment
39. Read about utopian movements
40. Read a novel about a wall street stock manipulator
41. Tour a neighborhood of fine homes to enjoy the Architectural designs
42. Act as a consultant on Canadian trade
43. Forecast economic trends for a brokerage firm
44. Write a technical book
45. Buy, remodel and sell houses
46. Design the landscaping for a hillside home
47. Do things that require precision
48. Buy and sell stocks and bonds for other people
49. Develop a business system
50. Help plan a political campaign
51. Be pitted against another in a political race
52. Work out a new system for predicting the weather
53. Display merchandise in a store
54. Develope a new subdivision of real estate
55. Be instrumental in the formation of an emergency military government in a time of disaster
56. Participate in a political debate
57. Prepare the fiscal budget for a large company
58. Give advice on the development of a government for a newly independent country

59. Plan the public image for a politician

60. Be an income tax consultant

61. Prepare and submit your bid for a quantity of goods

62. Advise people on investments

63. Act as representative of a large number of shareholders in a large corporation

64. Sketch action scenes on a drawing pad

65. Look after the finances of an organization

66. Watch a film about the operations of the Toronto Stock Exchange

67. Teaching adults.

68. Perform the duties of a political campaign Manager

69. Buy a run-down business and make it grow

70. Work out a profit sharing plan for the management of a company

71. Develope a new system for predicting astronomical events

72. Speculate in the stock market

73. Speak on behalf of a political candidate

74. Make observations using a microscope

75. Think about the underlying assumptions of science

NAME________________________ SUB-TEST #________________

PART 1 OCCUPATIONS

Indicate for each occupation listed below the degree to which you would like or dislike that kind of work. Disregard considerations of salary, social standing, future advancement, etc. Consider only whether or not you would like to do what is involved in the occupation. You are not asked if you would take up the occupation permanently, but merely whether or not you would enjoy that kind of work, regardless of the necessary skills, abilities or training which you may or may not possess. Make all answers on the answer sheet.

Work rapidly. Your first impressions are desired here. Answer all the items. Many of the seemingly trivial and irrelevant items are very useful in diagnosing your real attitude.

1. Advertising illustrator
2. Architect
3. Artist
4. Athletic Director
5. Bacteriologist
6. Chemist
7. Grade School Teacher
8. Minister of Health, Welfare and Education
9. Musician
10. Playground director
11. Poet
12. Social Worker

PART 11 SCHOOL SUBJECTS

Indicate as in Part 1 your degree of interest in the following possible courses in school.

13. Algebra
14. Art
15. English Composition
16. Geography
17. Geology
18. Geometry
19. Literature
20. Mathematics

PART 111 ACTIVITIES

Indicate your degree of interest as in Part 1

21. Design furniture
22. Take a welfare child into your home as your own
23. Read scientific journals
24. Attend a symphony concert
25. Watch a new play
26. Understand theoretical ideas like Einstein's theory
27. Write laboratory reports
28. Become an expert at appraising the value of homes furnishings, or cars
29. Aid in the rehabilitation of the ex-convict
30. Help a child overcome a physical handicap
31. Read "National Geographic" magazine
32. Read about the development of scientific ideas
33. Go to an ice skating party
34. Go bowling with friends
35. Take an active part in the Mental Health movement
36. Select a lanscape to be painted or photographed
37. Work with things rather than people
38. Plan an experiment using human beings as subjects
39. Read a book on "Theories of Personality"
40. Design a new home
41. Look at shop windows
42. Experiment on the effects of beta rays upon heredity
43. Tour a neightborhood of find homes to enjoy architectural designs
44. Compare the treatments of a classical work as given by two fine musicians
45. Visit families fro the purpose of giving them community assistance
46. Write a new arrangement for a musical theme
47. Design the landscaping for a hillside home
48. Paint a landscape scene
49. Compare the colour treatments in the works of two artists
50. Work as a research scientist in an industrial laboratory
51. Teach children
52. Examine designs of homes, comparing them for artistic appeal
53. Judge paintings to determine the winnder in a contest
54. Read "Scientific American"

55. Help decide which of a series of sculptured figures is the most beautiful

56. Display merchandise in a store

57. Visit an art museum

58. Paint a portrait of an interesting face.

59. Work with people rather than ideas

60. Do medical research

61. Select a painting to hang on the wall of a home

62. Prepare illustrations for a magazine

63. Learn about new theories in science

64. Try to cure mentally disturbed people

65. Determine wave-lengths of spectral lines in a spectroscope

66. Plan a musical instrument

67. Act as representative of a large number of shareholders in a large corporation

68. Sketch action scenes on a drawing pad

69. Judge window displays in a contest

70. Read Poetry

71. Work with alcoholics to help them adjust

72. Visit a showing of a collection of rare objects of art

73. Be alone

74. Contribute to charities

75. Make observations using a microscope

NAME______________________________ SUB-TEST #_______

ANSWER SHEET

	1	2	3	4	5	6	7	8
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	9	10	11	12	13	14	15	16
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	17	18	19	20	21	22	23	24	25
1) Like Intensely									
2) Like Very Much									
3) Like Moderately									
4) Neither Like nor Dislike									
5) Dislike Moderately									
6) Dislike Very Much									
7) Dislike Intensely									

	26	27	28	29	30	31	32	33
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	34	35	36	37	38	39	40	41
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	42	43	44	45	46	47	48	49	50
1) Like Intensely									
2) Like Very Much									
3) Like Moderately									
4) Neither Like nor Dislike									
5) Dislike Moderately									
6) Dislike Very Much									
7) Dislike Intensely									

	51	52	53	54	55	56	57	58
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	59	60	61	62	63	64	65	66
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	67	68	69	70	71	72	73	74	75
1) Like Intensely									
2) Like Very Much									
3) Like Moderately									
4) Neither Like nor Dislike									
5) Dislike Moderately									
6) Dislike Very Much									
7) Dislike Intensely									

NAME________________________ SUB-TEST #______

ANSWER SHEET

	1	2	3	4	5	6	7	8
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	9	10	11	12	13	14	15	16
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	17	18	19	20	21	22	23	24	25
1) Like Intensely									
2) Like Very Much									
3) Like Moderately									
4) Neither Like nor Dislike									
5) Dislike Moderately									
6) Dislike Very Much									
7) Dislike Intensely									

	26	27	28	29	30	31	32	33
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	34	35	36	37	38	39	40	41
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	42	43	44	45	46	47	48	49	50
1) Like Intensely									
2) Like Very Much									
3) Like Moderately									
4) Neither Like nor Dislike									
5) Dislike Moderately									
6) Dislike Very Much									
7) Dislike Intensely									

	51	52	53	54	55	56	57	58
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither Like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	59	60	61	62	63	64	65	66
1) Like Intensely								
2) Like Very Much								
3) Like Moderately								
4) Neither like nor Dislike								
5) Dislike Moderately								
6) Dislike Very Much								
7) Dislike Intensely								

	67	68	69	70	71	72	73	74	75
1) Like Intensely									
2) Like Very Much									
3) Like Moderately									
4) Neither Like nor Dislike									
5) Dislike Moderately									
6) Dislike Very Much									
7) Dislike Intensely									

APPENDIX C

Containing Interest Prediction Test

TEST BOOKLET

This is a test of your ability to predict other peoples behavior. It involves items from an interest test. Your task will be to predict how certain persons would answer some of these interest-test items. Your score on this test will be the number of correct predictions that you make.

GENERAL DIRECTIONS

In order that your test may be scored accurately, it is important for you to carefully consider the following directions.

A) This booklet contains four (4) separate Parts. Each of these Parts consists of an INFORMATION Section, a TEST ITEM Section and an ANSWER SHEET.

The INFORMATION SECTION will present you with information about a real person. This information will be in the form of the answers this person has given to certain interest-test items. It is important that you give your attention to these items and the persons responses to them because it is on the basis of this information that you will be asked to predict how this same person answered other items.

The TEST ITEM Section in each Part is made up of 20 items. Each of these items designates an OCCUPATION, AMUSEMENT, ACTIVITY, or SCHOOL SUBJECT which an individual may either like or dislike.

EXAMPLES:

OCCUPATIONS:	"Lawyer," "milliner," "Radio Program Director."
AMUSEMENT:	"Bridge," "Solving mechanical puzzles," "Museums."
ACTIVITIES:	"Being first to wear the very latest fashions," "Writing Reports," "Contributing to charities."
SCHOOL SUBJECTS:	"Algebra," "Mechanical Drawing," "Public Speaking."

In each part you will be asked to predict whether the person designated in the INFORMATION Section of that part would like or dislike the OCCUPATION, AMUSEMENTS, ACTIVITIES, AND SCHOOL SUBJECTS given in the 20 items of the TEST section.

The ANSWER SHEET provided in each Part consists of pairs of letter L (for like) and D (for dislike). These pairs are numbered from 1 to 20. You are to decide whether the Person designated in that Part would like or dislike each item. Your predictions are to be indicated by circling the letter which corresponds to your prediction for each item.

B) EXAMPLE

INFORMATION

The Person for whom you are asked to make prediction in this Part (whom we will call person "A") has answered the lettered items below in the way indicated. Consider this information carefully because it is the only information you will have about Person "A" upon which to base your predictions.

	ITEM	PERSON "A"'s ANSWER			ITEM		
a)	Algebra	[✓ L]	D	c)	Buy goods for a department store	L	[✓ D]
b)	Do an experiment with the muscle and nerve of a frog	[✓ L]	D	d)	Run for political office	L	[✓ D]

TEST ITEMS

Fill out the ANSWER SHEET on the opposite page as you think Person "A" would for the following numbered items. That is try to predict, on the basis of the information above, whether Person "A" would like to dislike each of the following items.

		ANSWER SHEET		
1)	Actor (Actress)	1)	[✓ L]	D
2)	Bridge	2)	L	D
3)	Writing Reports	3)	L	D
4)	Plan the interior decorations of a home	4)	L	D
5)	Zoology	5)	L	D

DO you think that Person "A" would say that he (she) would like or dislike the job of Actor (Actress): If you think she (he) would say LIKE then you would circle the L for item #1 on the answer sheet. If you think that she (he) would say dislike then of course, you would circle the D. Be sure that the number on the answer sheet corresponds to the number of the item on the Test that you are answering.

C) You will be predicting for a different person in each Part. There are 4 Parts so you will be making predictions for 4 different persons. Remember, these are real, not hypothetical people. They are not people in your present course. It is unlikely that you know any of them personally, although it is not impossible. They are all college students. Aside from this fact the only thing you will know about them is the information given in each part.

D) Complete the sections in the order in which they are placed in your booklet. Do not turn from one Part to the next until you have completed all of the items on the Part on which you are working. Do not turn back to a section once you have finished it and gone on to the next.

E) It is important that you answer ALL the items. Even if you feel that you have to guess, answer each item.

INFORMATION

The Person for whom you are asked to make predictions in this Part (whom we will call Person A) has answered the lettered items below in the way indicated. Consider this information carefully because it is the only information you will have about Person A upon which to base your predictions.

ITEM

a) Social worker [✓ L] D

b) Vocational counselor [✓ L] D

c) Be a member of a Canadian "Peace Corps" [✓ L] D

d) Listen to the case history of a person who needs help [✓ L] D

e) Take an active part in the Mental Health movement [✓ L] D

f) Work with a group that is trying to help the unemployed [✓ L] D

g) Interview people who have mental or emotional problems [✓ L] D

h) Adjust difficulties of others [✓ L] D

i) Work with orphans and neglected children [✓ L] D

j) Investigate potential parents in an adoption agency [✓ L] D

TEST ITEMS

Fill out the answer sheet on the opposite page as you think Person A would for the following numbered items. That is try to predict, on the basis of the information given above whether Person A would like or dislike each of the following items.

1. Author of a novel
2. Gov't Labor Dispute Mediator
3. Stock Broker
4. Work in a stock exchange
5. Apply methods to new fields
6. Design a store front
7. Play the game "Monopoly"
8. Argue with a communist
9. Be responsible for establishing policies and procedures in an organization
10. Plan the procedures for a scientific experiment
11. Forecast economic trends for a brokerage firm
12. Buy and sell stocks and bonds for other people
13. Be instrumental in the formation of an emergency military government in a time of disaster
14. Give advice on the development of a government for newly independent country
15. Be an income tax consultant
16. Advise people on investments
17. Watch a film about the operations of the Toronto Stock Exchange
18. Work out a profit sharing plan for the management of a company
19. Speculate in the stock market
20. Make observations using a microscope

ANSWER SHEET

YOUR NAME____

NAME OF PERSON PREDICTED________________________________

1) L D
2) L D
3) L D
4) L D
5) L D
6) L D
7) L D
8) L D
9) L D
10) L D
11) L D
12) L D
13) L D
14) L D
15) L D
16) L D
17) L D
18) L D
19) L D
20) L D

BE SURE YOU HAVE ANSWERED ALL THE ITEMS.

INFORMATION

The Person for whom you are asked to make predictions in this Part (whom we will call Person B) has answered the lettered items below in the way indicated. Consider this information carefully because it is the only information you will have about Person B upon which to base your predictions.

ITEM

a) Plan the interior decorations of a home [✓ L] D

b) Make a comparative study of architectural styles [✓ L] D

c) Write a new arrangement for a musical theme [✓ L] D

d) Examine designs of homes, comparing them for artistic appeal [✓ L] D

e) Help decide which of a series of sculptured figures is the most beautiful [✓ L] D

f) Look at a collection of antique furniture [✓ L] D

g) Create a new artistic effect, i.e. improve beauty of an automobile etc. [✓ L] D

h) Evaluate a group of greetings cards as to beauty [✓ L] D

i) Visit a showing of a collection of rare objects of art [✓ L] D

j) Design clothing [✓ L] D

TEST ITEMS

Fill out the answer sheet on the opposite page as you think Person B would for the following numbered items. That is try to predict, on the basis of the information given above whether Person B would like or dislike each of the following items.

1. Astronomer
2. Clinical Psychologist
3. President of Local Retailers Association
4. Probation Officer
5. Botany
6. Be a member of a Canadian "Peace Corps"
7. Study facts in order to arrive at a new conclusion
8. Understand theoretical ideas like Einstein's theory
9. Act as a guide or adviser to a newcomer
10. Supervise a group of professional people
11. Read an article by a politician columnist
12. Write a technical book
13. Visit families for the purpose of giving them community assistance
14. Develop an improved classification of nervous and mental disease
15. Read biographies of great statesmen
16. Work out a new system for predicting the weather
17. Be president of your favorite club
18. Plan the public image for a politician
19. Preside at a business meeting
20. Lead a committee to bring about needed changes in your community

ANSWER SHEET

YOUR NAME____

NAME OF PERSON PREDICTED________________________________

1) L D

2) L D

3) L D

4) L D

5) L D

6) L D

7) L D

8) L D

9) L D

10) L D

11) L D

12) L D

13) L D

14) L D

15) L D

16) L D

17) L D

18) L D

19) L D

20) L D

BE SURE YOU HAVE ANSWERED ALL THE ITEMS.

INFORMATION

The Person for whom you are asked to make predictions in this Part (whom we will call Person C) has answered the lettered items below in the way indicated. Consider this information carefully because it is the only information you will have about Person C upon which to base your predictions.

ITEM

a) Social worker L [✓ D]

b) Vocational Counselor L [✓ D]

c) Be a member of a Canadian "Peace Corps" L [✓ D]

d) Listen to the case history of a person who needs help L [✓ D]

e) Take an active part in the Mental Health movement L [✓ D]

f) Work with a group that is trying to help the unemployed L [✓ D]

g) Interview people who have mental or emotional problems L [✓ D]

h) Adjust difficulties of others L [✓ D]

i) Work with orphans and neglected children L [✓ D]

j) Investigate potential parents in an adoption agency L [✓ D]

TEST ITEMS

Fill out the answer sheet on the opposite page as you think Person C would for the following numbered items. That is try to predict, on the basis of the information given above whether Person C would like or dislike each of the following items.

1. Astronomer
2. Gov't Labor Dispute Mediator
3. Musician
4. Premier of Alberta
5. Geology
6. Apply methods to new fields
7. Select a landscape to be painted or photographed
8. Be responsible for establishing policies and procedures in an organization
9. Plan the procedures for a scientific experiment
10. Do things that require precision
11. Plan the public image for a politician
12. Work out a new system for predicting the weather
13. Develop a new sundivision of real estate
14. Be instrumental in the formation of an emergency military government in a time of disaster
15. Participate in a political debate
16. Give advice on the development of a government for newly independent country
17. Be an income tax consultant
18. Watch a film about the operations of the Toronto Stock Exchange
19. Speak on behalf of a political candidate
20. Think about the underlying assumptions of science

ANSWER SHEET

YOUR NAME____

NAME OF PERSON PREDICTED________________________________

1) L D
2) L D
3) L D
4) L D
5) L D
6) L D
7) L D
8) L D
9) L D
10) L D
11) L D
12) L D
13) L D
14) L D
15) L D
16) L D
17) L D
18) L D
19) L D
20) L D

BE SURE YOU HAVE ANSWERED ALL THE ITEMS.

INFORMATION

The Person for whom you are asked to make predictions in this Part (whom we will call Person D) has answered the lettered items below in the way indicted. Consider this information carefully because it is the only information you will have about Person D upon which to base your predictions.

ITEM

a) Plan the interior decorations of a home L [✓ D]

b) Make a comparative study of architectural styles L [✓ D]

c) Write a new arrangement for a musical theme L [✓ D]

d) Examine designs of homes, comparing them for artistic appeal L [✓ D]

e) Help decide which of a series of sculptured figures is the most beautiful L [✓ D]

f) Look at a collection of antique furniture L [✓ D]

g) Create a new artistic effect, i.e., improve beauty of an automobile etc. L [✓ D]

h) Evaluate a group of greeting cards as to beauty L [✓ D]

i) Visit a showing of a collection of rare objects of art L [✓ D]

j) Design clothing L [✓ D]

TEST ITEMS

Fill out the answer sheet on the opposite page as you think Person D would for the following numbered items. That is try to predict, on the basis of the information given above whether Person D would like or dislike each of the following items.

1. Astronomer
2. College Professor
3. President of Local Retailers Association
4. Probation Officer
5. Scientific research worker
6. Botany
7. Modern Business Methods
8. Be a member of a Canadian "Peace Corps"
9. Understand theoretical ideas like Einstein's theory
10. Write laboratory reports
11. Be a political speech writer
12. Write a technical book
13. Encourage new industry in your area
14. Meet and direct people
15. Act as chairman of a committee on arrangements for a convention
16. Act as a guide or adviser to a newcomer
17. Plan the public image for a politician
18. Preside at a business meeting
19. Lead a committee to bring about needed changes in your community
20. Find ways to decrease packaging costs for a food manufacturer

ANSWER SHEET

YOUR NAME____

NAME OF PERSON PREDICTED________________________________

1) L D

2) L D

3) L D

4) L D

5) L D

6) L D

7) L D

8) L D

9) L D

10) L D

11) L D

12) L D

13) L D

14) L D

15) L D

16) L D

17) L D

18) L D

19) L D

20) L D

BE SURE YOU HAVE ANSWERED ALL THE ITEMS.

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